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ABSTRACT

Differences between participants and nonparticipants in an on-reserve Indian adult education program in British Columbia were identified by interviewing 22.5 percent of the adult population in a random sample. Eight of 17 socioeconomic variables and 5 of 13 sociopsychological variables differentiated between the 42 participants and 44 nonparticipants. Social participation, trust, integration with relatives, number of children, and total annual income explained 30.81 percent of the variation in participation, but alienation was found to be the single most important predictor of nonparticipation. Because (1) participants had lower incomes than nonparticipants, and (2) the program is free, few socioeconomic barriers to participation were identified. Participants were likely to be female, so a need was indicated for more vocational and employment-oriented programs. Participants were more independent of relatives, a factor leading to consideration of informal classes for extended family groups. Overall, program planning for Indians requires analysis of the community, inclusion of community persons in planning, interagency cooperation, and evaluation. Statistical data throughout the report are tabulated and discussed in the text. Appendixes are a bibliography; adult education courses held on the reservation 1968-71; and product moment correlation coefficients for 19 variables. (MDW)

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PARTICIPATION IN AN INDIAN ADULT EDUCATION PROGRAM

by

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and

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PREFACE

Adult educators need a wealth of data about the potential clientele for whom their programs are intended if they are to develop and operate effective programs or advise groups who would develop programs for themselves. There is a considerable body of knowledge about who participates in many formal organizations where adult education is practised. The literature is sparse, however, about participation in adult education by many minority groups and, in particular, it is sparse about participation by the native peoples of Canada. This study hopefully will provide adult educators with some first impressions about Indian participants and non-participants in an on-reserve adult education program.

This report is based on a Master's thesis conducted by Adrian Blunt at the Adult Education Research Centre, University of British Columbia. Financial assistance to undertake the original study was provided by the Department of Indian Affairs and Northern Development. The co-operation of the Howe Sound School District (No. 48) and, in particular, of the Chief and Councillors of the Mount Currie Indian Band Council made the study possible.

The Adult Education Research Centre has issued this report as one of a series of studies that may prove useful to the field by illustrating a way of broadening the scope of program planning to meet the needs for learning by groups not now served adequately by existing activities.

James E. Thornton,
Assistant Professor of
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Vancouver, B.C.
February, 1974.

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CHAPTER ONE

INTRODUCTION

Considerable public attention has been focused recently on the economic and social conditions of the native Indians of Canada. By the criteria of income, education, employment, levels of living, and health the Indians are a distinctively disadvantaged ethnic group. These socioeconomic conditions are reflected in social attitudes which are often interpreted as being apathetic and anti-social.

With the intention of combatting poverty the Department of Indian Affairs and Northern Development has initiated numerous economic, education and social programs on Indian reserves. In particular, the Department, in cooperation with other governmental agencies, has established adult education programs on reserves in an attempt to develop the knowledge, skill and motivation needed for Indian people to change from poverty to economic and social well-being.

During the 1960's in British Columbia there was an increase in the number of adult education programs conducted on Indian reserves[2]. Enrollment increased from 592 participants in the academic year 1965-1966, to 2,500 in 1969-1970. Most of those programs were authorized by the Department of Indian Affairs and Northern Development but administered under contractual agreements with public school districts. Unfortunately, no studies of Indian participation in

adult education have been conducted, consequently, the lack of such basic empirical data limits the planning and organizing of Indian adult education programs.

The study reported here identifies certain socioeconomic and socio-psychological factors which differentiate the participant from the non-participant in order to better understand participation by Indians in adult education.

The Setting

This study was conducted on the Mount Currie Indian Reserve one hundred miles north east of Vancouver six miles east of the village of Pemberton in the Pemberton Valley in British Columbia. The Mount Currie Indian Band is part of the Interior Salish tribe and is the sixth largest Indian community in British Columbia. On January 1, 1970, the band roll listed a total of 904 registered members. Of these, 759 lived in 135 households on the reserve. This reserve population constitutes about half of the total population of the Pemberton Valley.

Access to the Pemberton Valley was first established by railroad in 1918. In 1965 a gravel road was built to supplement the rail[illegible], and in 1970 the road was paved. The two primary industries are agriculture and forestry, but both are seasonally restricted by

unfavourable climatic conditions.

The non-Indian residents of the valley have been the subject of three recent studies[6,7,14] and one of these briefly described the Indians living on the Mount Currie reserve as follows:

> In all aspects of education, occupation and income, the Indian sample lagged behind the level of development reached by the non-Indians ... There was some evidence to indicate that their situation is improving slightly. The present condition of the valley economy suggests that the status of the Indians will remain marginal until they achieve higher levels of education and job training[14:91].

Adult Education classes have been conducted regularly on the Mount Currie reserve since 1967 by the Howe Sound School District. Classes were conducted on the reserve prior to that but these were administered directly by the Department. Adult education activities conducted for the general public in Pemberton are also open to Indians. (Appendix A.)

Procedure

As no studies of participation by Indians in adult education have been conducted, it was necessary to rely upon related empirical research with non-Indian populations for guidance in the design of this study. A further problem was the difficulty of using only socioeconomic criteria to differentiate between participants and non-

participants since Indian communities are generally discrete, homogenous populations. The majority of Indian families on a reserve tend to live at the same level with similar religious, educational, employment and social backgrounds and they tend to have a high degree of social isolation from their non-Indian neighbours so that there are relatively few socioeconomic differences among individuals. In view of this, socio-psychological factors - although not as easily quantifiable as socioeconomic factors - would be of more value in attempting to differentiate between participants and non-participants in adult education courses held on the reserve.

Of the 904 registered band members, 381 were adults between the ages of eighteen and sixty, and from this number a random sample of 150 adults was selected (39%). In July 1971, interviews were completed with 86 adults for a completion rate of 57.4 per cent. Of the 64 not interviewed, two were incarcerated, one was deceased, five were attending vocational training programs, 24 declined to be interviewed and the remaining 32 were not residing on the reserve when the interviews were conducted. The data reported here represents a 22.5 per cent sample of the adult population on the reserve.

Seventeen socioeconomic variables classified into personal, educational, social, occupational, and income were selected for investigation. The personal characteristics were sex, marital status,

age and number of children. The two educational characteristics were years of school completed and desire to participate in adult education. The social characteristics included social participation, off-reserve living experience, and church attendance. The occupational variables were present job category, occupational prestige, occupational prestige of desired job, and occupational prestige of desired vocational training. The income variables were the receipt of educational assistance, unemployment insurance payments and social welfare assistance and total annual income.

Thirteen socio-psychological variables classified into four categories were studied: social distance, alienation, achievement orientation and cultural attitudes.

The socioeconomic and socio-psychological characteristics of participants and non-participants were summarized in bivariate tabulations. The chi-square statistic and t-test were used to test for statistical significance, while product moment correlation coefficients were used to measure relationships between the variables. Finally, a stepwise regression analysis was conducted to determine which of the socioeconomic and socio-psychological variables were associated with and/or capable of predicting participation.

Of the eighty-six respondents interviewed, forty-two (48.8 per cent) had participated in at least one on-reserve adult education

class at some time during the three years preceding the study and were classified as participants. The mean number of classes attended by each participant was 3.1. Forty-four respondents (51.2 percent) were classified as non-participants.

CHAPTER TWO

SOCIOECONOMIC CHARACTERISTICS OF PARTICIPANTS

Many socioeconomic characteristics have been found to differentiate between participants and non-participants in adult education. Of the seventeen characteristics used in this study, seven were found to differentiate significantly between participants and non-participants. (TABLE I.) These were sex, wish for further adult education participation, occupational prestige of desired job, occupational prestige of desired vocational training, educational assistance, unemployment insurance assistance, total annual income, and social participation.

Personal Characteristics

Of the four personal characteristics studied, only sex differentiated between participants and the non-participants. Although females (52.3 percent) outnumbered males (47.7 percent) only slightly, they accounted for 69.1 percent of the participants while the non-participants consisted of 63.6 percent male. (TABLE II.) This finding differs from studies of non-Indian population in that the ratio of male to female in the Mount Currie classes are the reverse of that generally reported for non-Indians in public school adult education classes[5,10,12].

TABLE I

CHI-SQUARE VALUES FOR SOCIOECONOMIC CHARACTERISTICS DIFFERENTIATING BETWEEN PARTICIPANTS AND NON-PARTICIPANTS

CHARACTERISTIC	CHI-SQUARE	d.f.	p
PERSONAL:			
Sex	9.20	1	<.01
Marital Status	3.65	2	N.S.
Age	7.56	3	N.S.
Number of Children	3.94	3	N.S.
EDUCATIONAL:			
Years of schooling	2.42	3	N.S.
Wish for further adult education participation	7.61	1	<.01
SOCIAL:			
Social participation	2.21	3	N.S.*
Off-reserve living experience	0.50	1	N.S.
Church attendance	0.59	1	N.S.
OCCUPATIONAL:			
Labour force category	5.36	2	N.S.
Occupational prestige	2.12	1	N.S.
Occupational prestige of desired job	8.40	1	<.01
Occupational prestige of desired vocational training	7.39	1	<.05
INCOME:			
Educational assistance	4.98	1	<.05
Unemployment Insurance assistance	8.24	1	<.01
Social Welfare assistance	1.26	1	N.S.
Total annual income	6.19	1	<.02

* $t = 2.6$, d.f. = 84, $p < .01$

TABLE II

DISTRIBUTION OF RESPONDENTS
BY SEX

SEX	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
Male	13	30.9	28	63.6	41	47.7
Female	29	69.1	16	36.4	45	52.3
TOTAL	42	100.0	44	100.0	86	100.0

$X^2 = 9.20$, d.f. = 1, $p < .01$

The three personal characteristics which failed to differentiate between the participants and non-participants were marital status, age and number of children. The majority of the respondents (60.5%) were married, 30.2 percent were single and the remaining 9.3 percent were either widowed, divorced, or separated. Slight differences were observed between participants and non-participants with respect to the average age and number of children reported. The participants averaged 29.8 years of age and reported an average of 4.12 children compared to an average of 33 years and 4.77 children by non-participants.

Educational Characteristics

One of the most effective predictors of adult education in non-Indian populations is years of school completed but in this study no relationship was found between participation and years of school

completed (r = .09). Although the mean number of years of schooling completed for participants was 9.5 years and 8.8 years for non-participants, the difference between the two groups was not statistically significant.

A majority of the respondents (63.0%) stated that they would like to participate in adult education in the future (TABLE III). The participants (78.6%) expressed greater interest in future participation than did non-participants (50%). This difference between the two groups was statistically significant at the .01 level of confidence.

TABLE III

DISTRIBUTION OF RESPONDENTS BY EXPRESSED DESIRE FOR FURTHER ADULT EDUCATION PARTICIPATION

	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
Wished adult education	33	78.6	22	50.0	55	63.9
Did not wish adult education	9	21.4	22	50.0	31	36.1
TOTAL	42	100.00	44	100.0	86	100.0

$X^2 = 7.6$, d.f. = 1, $p < .01$

Numerous subjects were listed by those respondents who were interested in future participation. The major subject areas were basic education, handicrafts, homemaking, native language, and history.

Social Characteristics

The Chapin Social Participation Scale[4] was used to measure participation in formal organizations. The organizations functioning in the Mount Currie community were the Adult Education Committee, Athletic Club, Health and Welfare Committee, Homemakers Club, Parent-Teacher Association, Youth Council and the Band Council.

More than half of the respondents (53.6%) reported that they did not participate in any organizations during the twelve months preceding the study (TABLE IV). Although the scale scores of participants were relatively low with only 17.5 percent scoring more than ten scale points, the difference in the distributions of participants and non-participants was not significant. The difference between the mean scale scores of participants (8.9) and non-participants (3.3) was significant at the .01 level. This difference was due to the high scores of 23.8 percent of the participants which influenced the mean score for participants as a group.

A significant correlation ($r = .33$, $p < .01$) was found between participation in voluntary organizations and in adult education.

TABLE IV

DISTRIBUTION OF RESPONDENTS BY
SOCIAL PARTICIPATION SCALE SCORE

SOCIAL PARTICIPATION	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
0	21	50.0	26	59.1	47	54.6
1 - 5	6	14.3	7	15.9	13	15.1
6 - 10	5	11.9	6	13.6	11	12.8
More than 10	10	23.8	5	11.4	15	17.5
TOTAL	42	100.0	44	100.00	86	100.0

$X^2 = 2.31$, d.f. = 3, N.S.
$t = 2.6$, d.f. = 84, $p < .01$

Such a relationship was expected in view of Hannin's findings on Ojibway reserves that adult education activites were regarded as the most important objectives of voluntary Indian organizations[9]. The level of non-participation in the Mount Currie community approximates that expected in non-Indian urban communities[15].

Two other social characteristics, off-reserve living experience and church attendance, did not differentiate between the two groups. Only 40 percent of the respondents had ever lived off the reserve, and only 36 percent reported attending church.

Occupational Characteristics

The jobs that respondents would like to hold were categorized using the Blishen Socioeconomic Occupational Index[1]. Only 6.8 percent of the participants wanted jobs classified in the top five deciles. (TABLE V.) These five deciles include skilled technical,

TABLE V

DISTRIBUTION OF RESPONDENTS BY OCCUPATIONAL PRESTIGE OF DESIRED JOB

OCCUPATIONAL PRESTIGE OF DESIRED JOB	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
1 - 5	12	28.6	3	6.8	15	17.5
6 - 10	9	21.4	18	41.0	27	31.3
No response	21	50.0	23	52.2	44	51.2

$X^2 = 8.40$, d.f. = 1, $p < .01$

clerical, and professional jobs. Forty-one percent of non-participants stated preferences for semi-skilled and manual labouring jobs classified in the lower half of the Blishen index while only 21.4 percent of the participants selected such jobs. The difference between the two groups was statistically significant at the .01 level. Participants preferred more prestigious jobs than non-participants.

The large number of participants (50.0%) and non-participants (52.2%) for whom no response was recorded on this variable were mainly housewives and older respondents who did not want any kind of job at all, and a few others who were not able to specify a particular job that they would like to hold.

That participants sought more prestigious employment than non-participants was supported by a significant difference ($p<.05$) between the two groups with respect to the occupational prestige rating of their preferred vocational training program. Only 11.3 percent of the non-participants compared to 30.9 percent of the participants expressed an interest in attending training programs leading to relatively higher status occupations classified in the fourth, fifth and sixth deciles in the Blishen index. Only 14.3 percent of the participants expressed interest in training for low status jobs, while 34.1 percent of the non-participants desired training in low status jobs.

This relationship between participation and the desire for high prestige jobs has implications for program planning. It is possible that unrealistic job aspirations are being created by adult education programs. On the other hand, those seeking high prestige employment may see participation in adult education as a means of achieving their occupational goals.

Income Characteristics

Four income variables were selected for study: receipt of educational assistance, unemployment insurance payments, social welfare payments and total annual income. Of the four, only receipt of social welfare payments did not differentiate between participants and non-participants. (TABLE I.)

Only 20.9 percent of the respondents had received financial assistance to attend vocational or pre-vocational training during the twelve months preceding the study. There was a significantly ($p<.05$) greater number of participants receiving such assistance (30.9%) than non-participants (11.4%).

An even smaller number of respondents (12.8%) had received unemployment insurance payments during the twelve months preceding the study. Some 22.7 percent of the non-participants received unemployment insurance, compared to 2.4 percent of the participants which was statistically significant at the .01 level. The difference between the two groups may be attributable to a larger number of non-participants being employed in labouring jobs in primary industries where, because of seasonal layoffs and other work stoppages, they have regular contacts with the Unemployment Insurance Commission.

Almost three quarters (74.4%) of the respondents reported their

total annual incomes (TABLE VI). The mean annual income of participants was $2,467 and $3,342 for non-participants. Only 28.6 percent of the participants reported total annual incomes of $2,500 or more, as compared to 43.2 percent of the non-participants. The difference in the distributions by income between the two groups was significant at the .02 level.

TABLE VI

DISTRIBUTION OF RESPONDENTS BY TOTAL ANNUAL INCOME

TOTAL ANNUAL INCOME	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
$2,499 and less	23	54.8	10	27.7	33	38.4
$2,500 and more	12	28.6	19	43.2	31	36.0
No response	7	16.6	15	34.1	22	25.6
TOTAL	42	100.0	44	100.0	86	100.0

$X^2 = 6.19$, d.f. = 1, $p < .02$
$t = 1.85$, d.f. = 62, $p < .06$

This difference between the two groups may be due to the slightly superior employment record of the non-participants and to the larger proportion of non-participants receiving unemployment insurance benefits rather than social welfare assistance during periods of

unemployment. With $2,500 per year as a minimum income, a large proportion of the married respondents were living at the poverty level. Thus, any transfer of financial responsibility from the Department of Indian Affairs and Northern Development to the participant would likely place a financial burden on many participants and would probably result in a decline in participation.

Summary

Eight of the seventeen socioeconomic characteristics studied differentiated between participants and non-participants in adult education classes. The majority of the participants were females and in favour of further participation in adult education. Those participants who took part in voluntary social organizations did so to a far greater extent than non-participants. The participants were also found to hold higher status employment and vocational training aspirations than non-participants. A larger proportion of participants than non-participants received educational assistance funds for prevocational and vocational training, but fewer participants than non-participants received unemployment insurance benefits. As a group the participants had lower total annual incomes than did the non-participants.

The participants did not differ significantly from the non-participants by marital status, age, number of children, years of schooling, off-reserve living experience, church attendance, labour

force category, occupational prestige and receipt of social welfare benefits.

CHAPTER THREE

SOCIO-PSYCHOLOGICAL CHARACTERISTICS

Most participation research in adult education has been conducted using primarily socioeconomic factors to describe the differences between participants and non-participants. As there are generally fewer socioeconomic differences between Indians living on reserve measures of socio-psychological differences were sought. Therefore, four general categories of socio-psychological characteristics were selected for inclusion: social distance, alienation, achievement orientation and cultural attitudes. Measures in three of these four categories significantly differentiated between participants and non-participants. (TABLE VII.) These findings are discussed below.

Social Distance

The social distance or degree of social acceptance that exists between the respondents and four ethnic groups and one locality group was measured by the Bogardus Social Distance Scale[3]. The respondents expressed common feelings of great social distance towards the English, Swedes, Americans, Chinese and non-Indians of the Pemberton Valley. Generally, they were prepared to accept the five groups as neighbours and workmates rather than as personal friends or relatives through marriage. No differences were found between participants and non-participants by social distance scale scores and the inter-relationships between scale scores indicated consistency in expressed attitudes

TABLE VII

CHI-SQUARE AND t VALUES FOR
SOCIO-PSYCHOLOGICAL CHARACTERISTICS DIFFERENTIATING
BETWEEN PARTICIPANTS AND NON-PARTICIPANTS

CHARACTERISTIC	CHI-SQUARE	d.f.	p.	t	d.f.	p
SOCIAL DISTANCE*						
English	-	-	-	.195	82	N.S.
Swedes	-	-	-	.325	84	N.S.
American	-	-	-	.509	84	N.S.
Chinese	-	-	-	.593	84	N.S.
Non-Indians in Pemberton	-	-	-	1.662	68	N.S.
ALIENATION:						
Srole Scale Score	15.68	4	<.01	3.91	83	<.01
ACHIEVEMENT ORIENTATION:						
Activism Scale Score	13.22	4	<.02	-3.39	84	<.01
Trust Scale Score	5.12	4	N.S.	-2.53	83	<.01
Occupational Primacy Scale Score	5.07	3	N.S.	-1.77	76	N.S.
Integration with Relatives Scale Score	4.06	2	N.S.	2.47	79	<.01
CULTURAL ATTITUDES:						
Educational Index Score	12.59	2	<.01	-2.60	83	<.01
Time Index Score	2.89	5	N.S.	0.06	83	N.S.
Employment Index Score	1.73	3	N.S.	0.73	84	N.S.

* The chi-square test was not used to analyse the Social Distance data.

towards each of the five groups.

The levels of social distance reported in this study are higher than those recorded by Dickinson[16] in 1968 and may reflect changes in the attitudes of the Mount Currie Indians resulting from increased social contacts with non-Indians resulting from increased social contacts with non-Indians due to the improvement of the Pemberton Valley highway after 1968. On the other hand the difference may be attributable to the use of an Indian interviewer for this study while a non-Indian interviewer was used in the previous study.

Alienation

As measured by the Srole Anomia Scale, alienation is "the individual's generalized sense of self-to-others belongingness at one extreme compared with self-to-others distance at the other pole of a continuum."[13] The alienation scale score was found to be inversely related to participation ($r = -.35$ $p < .01$). Such a relationship was expected and concurs with conclusions drawn from previous research that the least alienated are the most likely to participate in adult education activities.[8]

The mean alienation scale score of participants was 2.4 with 3.3 for non-participants. This difference between the two groups is statistically significant at the .01 level. (TABLE VIII.)

TABLE VIII

DISTRIBUTION OF RESPONDENTS BY ALIENATION SCALE SCORE

ALIENATION SCALE SCORE	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
1	11	26.2	5	11.4	16	18.6
2	16	38.1	6	13.6	22	25.6
3	8	19.0	11	25.0	19	22.1
4	3	7.1	14	31.8	17	19.8
5	4	9.6	8	18.2	12	13.9
TOTALS	42	100.0	44	100.0	86	100.0

$X^2 = 15.68$, d.f. = 4, $p < .01$
$t = 3.9$, d.f. = 83, $p < .01$

Achievement Orientation

Scales developed by Kahl were used to quantify four components of achievement orientation.(11) These four components are activism or mastery, trust, occupational primacy and integration with relatives.

High activism scale scores indicate a willingness to plan and actively engage in actions to achieve goals in life. Participants had significantly higher mean activism scale scores (4.7) than non-participants (3.5). The relationship between participation and activism scale score was significant and positive ($r = .35$, $p < .01$).

(TABLE IX.) Generally those respondents who participate in adult education are those who plan and work to determine their own future.

TABLE IX

DISTRIBUTION OF RESPONDENTS BY ACTIVISM SCALE SCORE

ACTIVISM SCALE SCORE	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
1 - 2	6	14.3	11	25.0	17	18.8
3	4	9.5	12	27.3	16	18.6
4	5	11.9	9	20.4	14	16.3
5	11	26.2	7	15.9	18	20.3
6	16	38.1	5	11.4	21	24.4
TOTALS	42	100.0	44	100.0	86	100.0

$X^2 = 13.22$, d.f. = 4, $p < .02$
$t = -3.39$, d.f. = 84, $p < .01$

The trust scale quantifies belief in the trustworthiness of others and faith in relationships with others. As expected, the mean scores of participants (4.5) were higher than those of the non-participants (3.7). (TABLE X.) The difference between the means of the two groups was statistically significant ($p < .01$), as was the correlation between participation and the trust scale score ($r = .31$, $p < .01$). Participants rather than non-participants

TABLE X

DISTRIBUTION OF RESPONDENTS BY TRUST SCALE SCORE

TRUST SCALE SCORE	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
1 - 2	5	11.9	11	25.0	16	18.6
3	5	11.9	8	18.3	13	15.1
4	7	16.7	9	20.4	16	18.6
5	11	26.2	7	15.9	18	20.9
6	14	33.3	9	20.4	23	26.8
TOTALS	42	100.0	44	100.0	86	100.0

$X^2 = 5.12$, d.f. = 4, N.S.
$t = 2.53$, d.f. = 83, $p < .01$

appeared to hold firm beliefs in the stability of life and the trustworthiness of people.

The integration with relatives scale which measures the extent to which a person is independent of family influence also was found to be related to participation. Participants had a higher mean scale score (2.4) than did non-participants (1.9). (TABLE XI.) A Significant correlation ($r = .29$, $p < .01$) between participation and the scale score confirmed that those who expressed greater independence of family were more likely to participate in adult education.

The occupational primacy scale assesses the desire to be successful in an occupation. It did not differentiate between participants and non-participants and was not significantly related to participation. This may be due to the fact that those interviewed did not perceive occupational success in the same terms as measured by the scale.

TABLE IX

DISTRIBUTION OF RESPONDENTS BY
INTEGRATION WITH RELATIVES SCALE SCORE

INTEGRATION WITH RELATIVES SCALE SCORE	PARTICIPANTS No.	%	NON-PARTICIPANTS No.	%	TOTAL No.	%
1	5	11.9	13	29.6	18	20.9
2	16	38.1	14	31.8	30	34.9
3	21	50.0	17	38.6	38	44.2
TOTALS	42	100.0	44	100.0	86	100.0

$X^2 = 4.06$, d.f. = 2, N.S.
$t = 2.47$, d.f. = 84, $p < .01$

In summary, with respect to achievement orientation, participants rather than non-participants were working actively towards their goals, were more trusting of others, and were more independent of the influences of relatives but they did not differ by their desire for occupational success.

Cultural Attitudes

Three indices developed by Hannin[9] were used to assess attitudes towards education, employment and time. A high index score indicated a contemporary attitude toward the concepts while a low score indicated more traditional attitudes.

The mean score of participants (4.4) on the education index indicated that they held a more favourable attitude toward the value of education than did non-participants (3.7). Some 7.2 percent of the participants had scores in the lowest categories as compared to 22.7 percent of the non-participants, while 61.8 percent of the participants had scores in the top two index categories compared with 25.1 percent of the non-participants. (TABLE XII.) The relationship between participation and the attitude to education index score was not linear.

TABLE XII

DISTRIBUTION OF RESPONDENTS BY
ATTITUDE TOWARDS EDUCATION INDEX SCORE

ATTITUDE TOWARDS EDUCATION INDEX SCORE	PARTICIPANTS		NON-PARTICIPANTS		TOTAL	
	No.	%	No.	%	No.	%
1 - 2	3	7.2	10	22.7	13	15.1
3 - 4	13	31.0	23	52.2	36	41.9
4 - 5	26	61.8	11	25.1	37	43.0
TOTALS	42	100.0	44	100.0	86	100.0

$X^2 = 12.5$, d.f. = 2, $p < .01$
$t = -2.6$, d.f. = 83, $p < .01$

CHAPTER FOUR

PREDICTING PARTICIPATION

A stepwise multiple regression analysis was conducted to determine which of eighteen variables were capable of predicting participation.(1) The variables were: number of children, age, years of schooling, total annual income, Srole Anomia Scale score, Chapin Social Participation Scale score, Kahl Achievement Orientation Scale scores, Bogardus Social Distance Scale scores, and cultural attitude index scores. The variables selected were interval scales or ordinal scales with underlying assumptions of equal interval. Participation, the dependent variable, was the actual number of adult education classes attended.

Variables related to participation

Frequently in regression analysis the greater part of the prediction achieved is attributable to a relatively small number of variables which collectively are related more closely to the variable they are predicting than each is individually. As each of the eighteen variables is analyzed as a predictor variable the computer program applies tests of significance to determine whether the addition of other variables would significantly improve the prediction.

The alienation and social participation variables were selected

in the analysis as predictors at the .05 level of significance. Together these two variables accounted for 17.34 percent of the variation in participation, leaving 82.66 percent of the variation attributable to other factors. As the sample was small and the study was exploratory in nature, it was considered appropriate to continue the analysis using the .10 level of significance.

Alienation again was the first variable selected from among the eighteen at this lower level of significance. The inclusion of the trust scale score into the group of predictor variables at step six of the program resulted in the rejection of the alienation variable. (TABLE XIII.) This means that although the best single predictor

TABLE XIII

PERCENTAGE OF VARIATION IN PARTICIPATION EXPLAINED AND THE FACTORS ACCOUNTING FOR THE VARIATION

REGRESSION STEP NO.	VARIABLE	CUMULATIVE PERCENT OF VARIATION EXPLAINED
2	Social Participation	17.34*
3	Integration with Relatives Scale	20.66
4	Total Income	23.95
5	Number of Children	27.80
6	Trust Scale	30.82

* Cumulative percent of variation explained in regression steps 2-5, includes the variation contributed by the alienation scale score which was selected at Step 1 and rejected at Step 6.

of participation was the alienation scale score, five other variables

Although participants were found to differ from non-participants by the jobs they desired and the vocational training they preferred as reported earlier, no difference was found between the two groups with respect to attitudes toward employment. It is possible that the respondents shared similar attitudes but differed in their expectations for occupational status. In addition no statistically significant difference was found between participants and non-participants in their attitudes towards time scores. On both indices the scores were high, indicating contemporary attitudes towards employment and time.

Summary

Participants and non-participants in adult education were found to differ on five socio-psychological characteristics investigated in this study. Participants were found to have lower levels of alienation, to be involved more actively in working to achieve their goals in life, to be more trusting of others, to have greater independence of family, and to hold more favourable and contemporary attitudes toward education.

No differences were found between participants and non-participants by desire for occupational success and attitudes toward time and employment. Both groups had similar attitudes toward the English, Swedes, Americans and Chinese as ethnic groups and toward the non-Indian population of the Pemberton Valley as a locality group.

were associated more strongly with participation and collectively contributing to 30.82 percent of the variation in participation.

That only 30.82 percent of the variation in participation was explained by five variables is in part due to the interrelationships between them. If predictor variables have a fairly high correlation with the dependent variable and a low correlation with each other they will be measuring different aspects of the dependent variable and they will make substantial contributions to prediction. If however the predictor variables are correlated to each other, as in this case, the variables tend to be measuring similar things and thus contribute less than might be expected to the prediction (Figure 1).

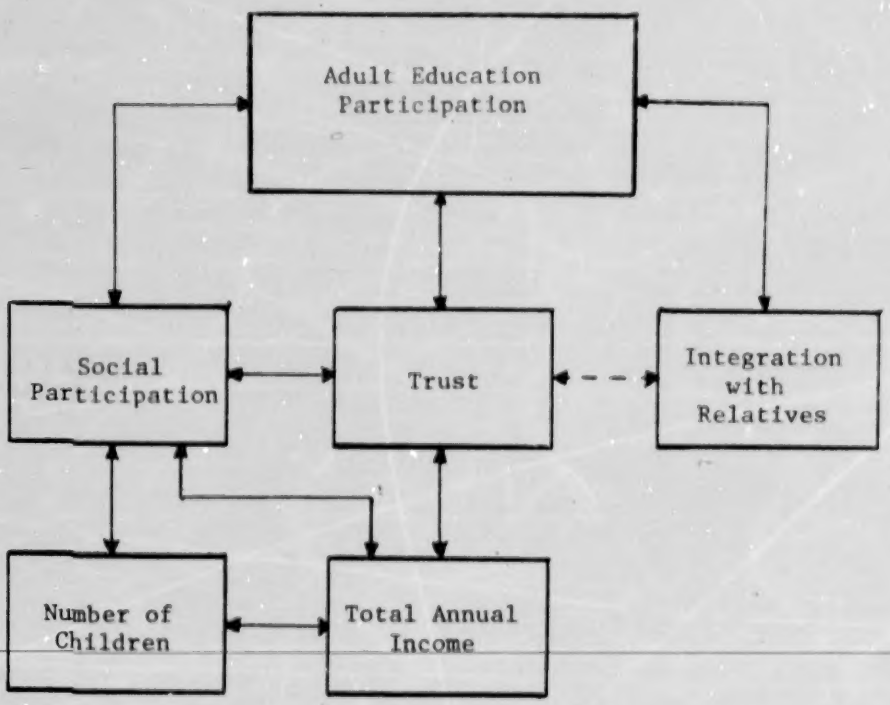
The measures of social participation, trust, and integration with relatives were related directly to participation ($p < .01$). Trust was also associated with measures of total annual income ($p < .01$) and integration with relatives ($p < .05$).

Summary

Five variables were found to be joint predictors of participation in adult education ($p < .10$). The Chapin Social Participation Scale score, Integration with Relatives Scale score, total annual income, number of children and Trust Scale score accounted for 30.82 percent of the variation in participation. The Srole Anomia Scale score was the most powerful single predictor of participation; however, the five other

FIGURE 1

INTER-RELATIONSHIPS OF PREDICTOR VARIABLES



Relationship statistically significant at .01 level

Relationship statistically significant at .05 level

variables shared a great deal of the variance attributable to the alienation measure and collectively were more closely related to and therefore more powerful predictors of participation.

Three of the five predictor variables were directly related to participation ($p < .01$) Social Participation, Trust and Integration with Relatives. Number of children and total annual income were indirectly related to participation through the Social Participation and Trust Scale variables.

CHAPTER FIVE

SUMMARY AND IMPLICATIONS FOR ADULT EDUCATION

Summary

There have been no studies of Indian participation in on reserve adult education programs. In consequence there is a lack of basic empirical data to guide planners and organizers of Indian adult education programs. The purpose of this study was to identify certain socio-economic and socio-psychological factors related to the participation of Indian adults in adult education activities in order that their participation can be better understood.

The study was conducted on the Mount Currie Indian Reserve in the Pemberton Valley of British Columbia. A random sample of 150 adults was drawn which was 39 percent of the band population between the ages of eighteen and sixty. Interviews were completed with 86 adults, representing 22.5 percent of the adult population.

Seventeen socioeconomic variables were selected for the study: sex, marital status, age, number of children, years of school completed, desire to participate in adult education, social participation, off-reserve living experience, church attendance, present job and its occupational prestige, occupational prestige of desired job and desired vocational training, total annual income, and receipt of educational assistance, unemployment insurance assistance and social welfare assistance. Eight of these variables differentiated between participants

and non-participants. These were sex, desire to participate in adult education, social participation, occupational prestige of desired job and of desired vocational training, total annual income, and the receipt of educational assistance and of unemployment insurance assistance.

Thirteen socio-psychological variables selected were classified into four categories; measures of social distance, alienation, achievement orientation and cultural attitudes. Five of the thirteen variables differentiated between the participants and the non-participants. The five variables were measures of alienation, working to achieve goals in life or activism, trust, independence from relatives and atiitudes towards education.

Collectively two of the socio-psychological and three of the socio-economic variables were found to explain 30.82 percent of the variation in participation ($p < .10$). Social Participation, Trust and Integration with Relatives were directly related to participation ($p < .01$) and number of children and total annual income were indirectly related to participation through the Social Participation and Trust Scale variables. The single most powerful predictor variable was the Srole Anomia Scale score, however much of the variation accounted for by the alienation measure was shared by the other five joint predictors and collectively they were more closely related to participation than was the independent alienation measure.

Implications

If adult education programs are to be successful in helping to bring about those behavioural changes required to achieve a transition from poverty to economic and social well being it is essential that Indians voluntarily participate in the program. To ensure the fullest possible participation it is the responsibility of the program planner to be fully aware of all those factors influencing participation.

Few socioeconomic barriers to participation were identified in the study. In as much as the Department of Indian Affiars and Northern Development meets the full cost of administration, tuition and a considerable proportion of the costs for materials for adult education, there are few financial obstacles to Indian participation. As the participants in the study were found to have lower total annual incomes than non-participants and many of the participants were living at the povery level, any significant transfer of financial responsibility from the Department to the participant would likely place a financial burden on many participants resulting in a decline in participation.

That the participants were more likely to be female than male may indicate that the provision of programs for males requires special consideration by the program planner. Indian reserves seldom have the facilities for technical or vocational skill programs, therefore alternative programs which do not require these facilities, such as plastics and glass

fibre construction, might replace metal work and welding programs. Perhaps mobile technical workshops or local industrial plants might be used as facilities to provide such technical classes.

One important need identified by this study is the improvement of social relationships between the Indian community and other ethnic groups. The respondents were found to share common feelings of great social distance from both specific ethnic groups and non-Indian residents of the Pemberton Valley. For the Indian to participate fully in Canadian society it is essential that he regard others and be regarded by them as an equal but different member of society. The understandings and experiences required to achieve this might be developed by increasing the number of socially beneficial contacts between Indian and non-Indian groups.

Ways to increase such contacts might include provisions for integrated local job skills training and adult education classes in local Indian history and culture using Indian resource people. Educational exchange visits between Indian and non-Indian community groups might be organized and Indian representation in local civic affairs should be encouraged, particularly on education committees, school boards, and regional district boards.

Alienation was found to be the single most important predictor of participation with participants being the least alienated. Partici-

pants were also found to be more committed to gaining their life goals than non-participants. These findings indicate the importance of ensuring that participants in adult education be rewarded with success, otherwise the participant will lose faith in adult education as a means of achieving his goals. When vocational training classes are conducted employment opportunities must be available; when vocational skills are taught life-skills training must be included; and when academic upgrading classes are conducted adequate counselling services and further educational opportunities must be provided. A participant's lack of success will deter others from participating while his success will encourage others to participate.

It is essential, therefore, that adult education programs be an integral part of the total effort to improve life in the Indian community. Programs must be carefully planned to supplement those of other agencies working in the community. Economic development, improved housing and sanitation, expanded health services, and better transportation and communications services are all facets of an integrated program required to combat Indian poverty. Each of these developments in the community will create adult learning needs for which the program planner must design appropriate learning experiences. In the absence of an integrated adult education program many Indian communities may experience only failure and frustration.

Participants were found to be more independent of their relatives

than non-participants. To increase the participation of those adults who are not independent of familial influence the program planner might establish small informal classes within one extended family group. The classes might be held in the homes of the family group and, if successful, might be repeated with several family groups in the same community.

Other factors influencing participation in adult education are a social climate of mutual trust, individual self-reliance and a willingness to participate in voluntary social organizations. The program planner might further the development of such social climate by ensuring that adult education activities are provided at the request of the community and supplement the activities of existing community organizations rather than by being introduced into the community without consultation and competing for participants.

Planning decisions about programs should not be based on criteria known to be related to non-Indian participation and thought to apply to Indian participation. To gain an accurate assessment of adult education interests and needs in a community and the factors influencing participation, the program planner should systematically study the community. Bearing in mind the difficulty facing the planner in establishing a relationship with the community, the involvement of community members early in the planning process will be essential. Through this involvement the dangers of misinterpreting

community needs will be minimized and planning decisions reached will be more likely to maximize participation.

Further research beyond this exploratory study is required to identify the interrelationships among those factors associated with participation. It is possible that additional factors which influence the decision to participate might be identified and manipulated by program planners to increase participation. Studies to develop reliable measures of community attitudes on a traditional to contemporary-value continuum would also be useful to assess the stage of social development reached by a community and to assist in identifying its educational needs.

Finally, it is important to evaluate those programs which are conducted. Studies of learning experience which assess the effectiveness of the instructional techniques, devices and materials utilized and the extent of learning that is achieved are essential to the development of effective programs. Little is known about Indians as adult learners. Research is needed to identify the problems and difficulties they encounter in order to design appropriate and effective learning experiences for them.

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APPENDICES

APPENDIX A — Adult Education Courses Held on the Mount Currie Reserve 1968-71.

APPENDIX B — Product-Moment Correlation Coefficients for Nineteen Variables.

APPENDIX A

ADULT EDUCATION COURSES HELD ON THE
MT. CURRIE INDIAN RESERVE 1968-1971

TYPE OF COURSE	1968-69 NUMBER	1969-70 NUMBER	1970-71 NUMBER
Homemaking	4	6	3
Native Handicrafts	3	12	11
Native Language	1	1	0
Job Oriented	1	1	5
General Interest	4	0	4
Totals	13	20	23

APPENDIX B

PRODUCT-MOMENT CORRELATION

Variable No.	1	2	3	4	5	6	7	8	9
1.	1.00								
2.	.17	1.00							
3.	-.00	.55	1.00						
4.	.09	-.45	-.68	1.00					
5.	-.35	.04	.22*	.11	1.00				
6.	.33	.33	.03	.14	-.33	1.00			
7.	.31	-.11	-.19	.16	-.45	.35	1.00		
8.	.34	.04	-.17	.11	-.51	.30	.51	1.00	
9.	.19	-.13	-.23*	.13	-.20	.07	.30	.37	1.00
10.	.29	-.08	-.37	.17	-.34	.12	.22*	.36	.26*
11.	-.06	-.14	-.07	-.01	.11	-.27*	-.29	-.14	-.09
12.	-.11	-.15	.03	.01	.16	-.23*	-.25*	-.34	-.16
13.	-.16	-.03	.21	-.05	.18	-.21	-.13	-.34	-.22*
14.	.01	-.13	-.14	.05	-.12	-.21	-.26*	-.10	-.00
15.	-.10	.00	.09	-.06	.13	-.30	-.21*	-.24*	-.11
16.	.19	-.15	-.36	.18	-.28	-.03	.08	.31	.28
17.	.01	.19	-.17	.15	-.13	.28	.18	.21	.01
18.	.08	.09	.12	.00	-.10	.19	.32	.06	.10
19.	-.03	.41	.22	-.06	-.11	.43	.27*	.11	-.16

Note: Significant correlation coefficients at the .01 level are underlined. Significant correlation coefficients at the .05 level are marked with an asterisk.

COEFFICIENTS FOR NINETEEN VARIABLES

10	11	12	13	14	15	16	17	18	19
1.00									
-.02	1.00								
-.14	.70	1.00							
-.25*	.56	.80	1.00						
.04	.61	.54	.33	1.00					
-.14	.61	.78	.83	.36	1.00				
.40	.08	.01	-.01	.15	.12	1.00			
.05	-.14	-.08	.03	-.17	.06	.07	1.00		
-.21*	-.32	-.10	.00	-.37	.10	-.16	.15	1.00	
.06	-.19	-.12	-.02	-.25*	.02	-.04	.28*	.17	1.00

List of Variables

1. Adult Education Participation
2. No. of Children
3. Age
4. Years Schooling
5. Alienation
6. Social Participation
7. Trust
8. Activism
9. Occupational Primacy
10. Integration with Relatives
11. Social Distance British
12. Social Distance Swedes
13. Social Distance Americans
14. Social Distance Pemberton Valley Non-Indians
15. Social Distance Chinese
16. Attitude towards Education
17. Attitude towards Time
18. Attitude towards Employment
19. Income.